

MICROCOPY RESOLUTION TEST CHART NATIONAL BUREAU OF STANDARDS-1963-A

JOB LANGUAGE PERFORMANCE REQUIREMENTS

FOR 67N

MOS HELICOPTER REPAIRER

REFERENCE SOLDIER'S MANUAL DATED

29 March 1978

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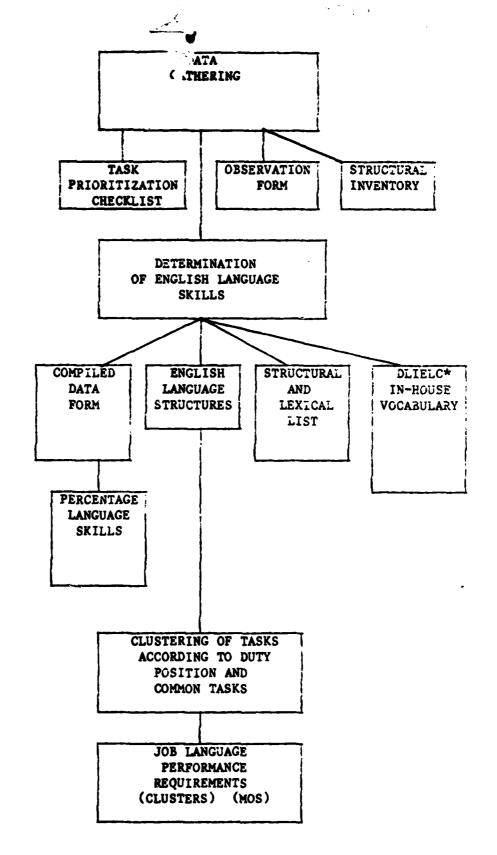


FIGURE 1

^{*}Defense Language Institute English Language Center

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SECURITY CLASSIFICATION OF THIS PAGE (When Date Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
		3. RECIPIENT'S CATALOG NUMBER
	AD-A121 0	
4. TITLE (and Subtitle)	. /1100\ 6.	5. TYPE OF REPORT & PERIOD COVERED
Job Language Performance Requirement Pre-BT Extended Course	is (JLPR) for	Final
		6. PERFORMING ORG, REPORT NUMBER
7. AUTHOR(*)		8. CONTRACT OR GRANT NUMBER(*)
Defense Language Institute-English Center	anguage	. CONTRACT ON GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
Defense Language Institute-English L ATTN: DLIELC-LEACA Lackland Air Force Base, TX 78236	anguage Center	
11. CONTROLLING OFFICE NAME AND ADDRESS		12. REPORT DATE 29 MAR 1979
		13. NUMBER OF PAGES
14. MONITORING AGENCY NAME & ADDRESS(Il dillerent	from Controlling Office)	15. SECURITY CLASS, (of this report)
Training Developments Institute ATTN: ATTG-DOR		UNCLASSIFIED
Fort Monroe, VA 23651	٠.	154. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)		
Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the obstract entered in	Block 20, If different from	n Report)
		·
18. SUPPLEMENTARY HOTES		
	333	
19. KEY WORDS (Continue on reverse side il necessary and		
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The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for developmment of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

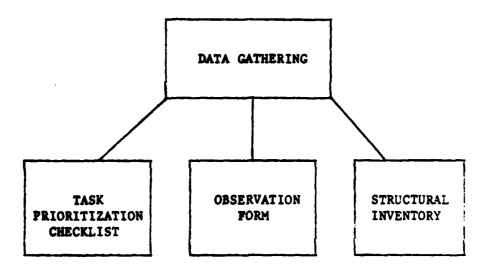


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the task taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

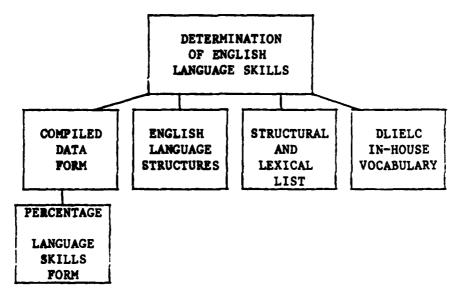


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance listening oral speaking written writing, reading Rating of English *a response of 2 or 3 on a scale of 1 to 3 was tallied Language Skills listening a response of 1, 2, or 3 on a speaking reading scale of 1 to 5 was tallied writing

*See Al

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = % of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 37% Speaking 19% Reading 22% Writing 18%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS. CLUSTERING OF TASKS

ACCORDING TO DUTY

POSITION AND COMMON TASKS

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(ENTIRE MOS)

FIGURE 4

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SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- 1. FIRST AID
- 2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3. INDIVIDUAL FITNESS
- 4. BASIC INDIVIDUAL TECHNIQUES
- 5. CAMOUFLAGE
- 6. LAND NAVIGATION
- . 7. M16Al RIFLE
- 8. FLIGHT LINE MAINTENANCE
- 9. FUSELAGE AND AIRFRAME MAINTENANCE
- 10. POWERPLANT AND RELATED SYSTEMS MAINTENANCE
- 11. ROTOR/TRANSMISSION SYSTEMS MAINTENANCE
 12. FLIGHT CONTROL SYSTEMS MAINTENANCE
- 13. UTILITY/HYDRAULIC SYSTEMS MAINTENANCE
- 14. GENERAL AIRCRAFT MAINTENANCE DUTIES
- 15. GENERAL MAINTENANCE AND REPAIR SUPERVISORY DUTIES
- 16. PERFORMANCE OF PHASED MAINTENANCE INSPECTION

SECTION IV

JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 32% Speaking 8% Reading 15% Writing 13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to respond

CONDITIONS: Given a medical scenario involving simple questions about

an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances to explain

CONDITIONS: Given a simple medical scenario requiring an oral inter-

pretation in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understandable oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

procedures and explanations

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-67N-0122 Perform artificial respiration using chest-pressure,

arm-lift method

551-67N-0123 Perform artificial respiration using mouth-to-mouth

method

551-67N-0124 Stop the bleeding

551-67N-0125 Administer shock control measures to a casualty
551-67N-0126 Apply first aid treatment to burns
551-67N-0127 Apply first aid measures to fractures
551-67N-0128 Apply first aid measures for removing a foreign object from the eye
551-67N-0129 Apply first aid measures to a heat casualty
551-67N-0130 Apply first aid measures to a cold casualty

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 40% Speaking 27% Reading 27% Writing 21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to perform

CONDITIONS: Given oral warnings or verbal commands regarding

simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

and lexical items (Appendices 3 & //

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given NBC situations requiring oral alarms

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures and notations defined as explanations

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

procedures and notations defined as explanations

STANDARDS: 100% understanding of printed material

III. TASK NUMBERS AND TITLES

551-67N-0001 Give NBC alarms

551-67N-0002 Put on protective mask

551-67N-0003 Post NBC markers

551-67N-0004	Perform self-decontamination and decontamination of equipment and supplies following a chemical attack
EE1-67N 000E	
551-67n-0005	Perform self-decontamination and decontamination of
	equipment and supplies following a biological attack
551-67N-0006	Apply first aid to a chemical casualty
551-67N-0007	Inspect and clean the M17 protective mask and carrier
551-67ท-0008	Perform mask-to-mouth resuscitation
551-67N-0009	Perform self-decontamination and decontamination of
	equipment and supplies following a nuclear attack
551-67N-0010	Take protective measures against exposure while crossing
	a radiologically contaminated area
551-67N-0011	Take defensive actions against a radiological hazard
551-67N-0012	Initiate unmasking procedures
551-67N-0013	Prepare and submit nuclear, biological, chemical (NBC)
	l reports

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening 382 Speaking 23% 13% Reading Writing 14%

JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

III. TASK NUMBERS AND TITLES

551-67N-0031 Maintain an appropriate level of physical fitness (male

soldiers)

Maintain an appropriate level of physical fitness 551-67N-0032

(female soldiers)

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

Listening	38%
Speaking	11%
Reading	19%
Writing	11%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS:

100% understanding of oral communication

III. TASK NUMBERS AND TITLES

551-67N-0150 Maintain individual clothing and equipment

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening 43% Speaking 19% Reading 8% Writing 13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform

CONDITIONS:

Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

Stalldard Structural and Texteal Items (Appe

STANDARDS:

100% understandable oral utterances

III. TASK NUMBERS AND TITLES

551-67N-0052 Camouflage yourself and your weapon

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 41% Speaking 15% Reading 22% Writing 18%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations,

instructions and procedures

STANDARDS:

100% understanding of printed content

TASK:

Write to record

CONDITIONS:

Given a requirement to record the grid reference

STANDARDS:

100% legible written content

III. TASK NUMBERS AND TITLES

551-67N-0093 Determine a magnetic azimuth with a lensatic compass 551-67N-0094 Measure a grid azimuth on a map with a protractor

551-67N-0095 Convert a magnetic azimuth to a grid azimuth

551-67N-0096 Measure ground distance on a map

551-67N-0097 Locate a point on a map using the military grid

reference system

551-67N-0098 Orient a map using a compass

551-67N-0099 Determine your location on a map

551-67N-0100 Locate an unknown point on a map by intersection 551-67N-0101 Locate an unknown point on a map by resection 551-67N-0102 Determine elevation (relief) on a map

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 44%
Speaking 16%
Reading 16%
Writing 13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of a

range card

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete a range card STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-67N-0071 Disassemble and reassemble the M16Al rifle 551-67N-0072 Inspect, clean, and lubricate the M16Al rifle 551-67N-0073 Perform battlesight zeroing of the M16Al rifle

FLIGHT LINE MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 29% Speaking 15% Reading 23% Writing 19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Lis

Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS: 100% understanding of printed content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable and legible written content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-67N-1006 Service transmission oil system
551-67N-1007 Service hydraulic reservoir
551-67N-1018 Service tail rotor gearboxes
551-67N-1015 Obtain engine oil sample
551-67N-1016 Obtain transmission oil sample

551-67N-1017 Obtain intermediate gearbox oil sample

551-67N-1020 Service main rotor pillow blocks

551-67N-1021	Service main rotor blade grip reservoirs
551-67N-1022	Service stabilizer bar hydraulic dampers
551-67N-1044	Accomplish procedures for engine cleaning (internally)
551-67N-1701	Fuel the aircraft
551-67N-1702	Fill, drain, and flush aircraft oil system
551-67N-1704	Lubricate aircraft
551-67N-1705	Requisition repair parts and special tools
551-67N-1706	Insure foreign object damage (FOD) control procedures are employed
551-67N-1707	Perform ground auxiliary and support equipment operator maintenance
551-67N-1708	Perform aircraft taxi direction duties
551-67N-1709	Perform precision tool operator maintenance
551-67N-1710	Maintain aircraft special and common tools
551-67N-1711	Prepare DA Form 2402 (Exchange Tag)
551-67N-1712	Prepare DA Form 2404 (Equipment Inspection and
	Maintenance Worksheet)
551-67N-1713	Prepare DA Form 2407/2407-1 (Maintenance Request)
551-67N-1714	Prepare and make entries on DA Form 2408-12 (Army
	Aviator's Flight Record)
551-67N-1715	Prepare DA Form 2408-13 (Aircraft Inspection and Maintenance Record)
551-67N-1716	Prepare DA Form 2408-14 (Uncorrected Fault Record)
551-67N-1717	Prepare DA Form 2410 (Component Removal and Repair/
	Overhaul Record)
551-67N-1718	Prepare DA Form 2410-1 (Component Removal, Installation, Movement and Condition Record)
551-67N-1719	Prepare DD Forms 1574 and 1574-1 (Serviceable Tag/Label
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Materiel)
551-67N-1720	Prepare DD Forms 1575 and 1575-1 (Suspended Tag/Label
	Materiel)
551-67N-1721	Prepare DD Forms 1576 and 1576-1 (Test Modification Tab/
	Label Materiel)
551-67N-1722	Prepare DD Forms 1577 and 1577-1 (Unserviceable
	(Condemned) Tag/Label Materiel)
551-67N-1723	Prepare DD Forms 1577-2 and 1577-3 (Unserviceable
	(Reparable) Tag/Label Materiel)
551-67N-1724	Prepare DA Form 2407 (Modification Work Order (MWO)
	Request/Report)
551-67N-1725	Prepare DA Form 2407 (Equipment Improvement
	Recommendation)
551-67א -1726	Prepare DA Form 2407 (Monthly Maintenance Report)
551-67N-1727	Defuel the aircraft

FUSELAGE AND AIRFRAME MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 50% Speaking 28% Reading 39% Writing 32%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS:

100% understanding of printed content

TASK:

Write to inform

CONDITIONS:

Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-67N-1072 Remove and install tail boom assembly

551-67N-1075 Remove/install landing gear

551-67N-2032 Check deflection of landing gear

POWERPLANT AND RELATED SYSTEMS MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 37% 18% Speaking Reading 28% 19% Writing

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

Given printed MOS training materials in the form of CONDITIONS:

procedures, descriptions and SOPs

STANDARDS: 100% understanding of printed content

Remove tripod mount

Install tripod mount

TASK NUMBERS AND TITLES III.

551-67N-1096

551-67N-1097

551-67N-1100

551-67N-1101 Clean particle separator 551-67N-1102 Repair particle separator 551-67N-1103 Inspect particle separator 551-67N-1104 Install particle separator 551-67N-1105 Remove foreign object damage (FOD) screens

Remove particle separator

551-67N-1107 Install foreign object damage (FOD) screens

551-67N-1108 Remove fuel filter

551-67N-1110 Install fuel filter

551-67N-1113 Remove combustion chamber drain valve 551-67N-1114 Install combustion chamber drain valve

551-67N-1115 Remove fuel inlet strainer

551-67N-1116 Inspect fuel inlet strainer

551-67N-1117 Install fuel inlet strainer

551-67N-1118 Remove fuel pump discharge strainer and servo supply filter

551-67N-1119 Inspect fuel pump discharge strainer and servo supply

filter 551-67N-1120 Install fuel pump discharge strainer and servo supply

filter

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551-67N-1122
               Service power turbine bearing oil strainer
551-67N-1123
               Inspect power turbine bearing oil strainer
551-67N-1124
               Install power turbine bearing oil strainer
551-67N-1125
               Remove rear bearing housing oil strainer
551-67N-1126
               Service rear bearing housing oil strainer
551-67N-1127
               Inspect rear bearing housing oil strainer
551-67N-1128
               Install rear bearing housing oil strainer
551-67N-1129
               Remove lube oil filter assembly
551-67N-1130
               Disassemble lube oil filter assembly
551-67N-1131
               Service lube oil filter assembly
551-67N-1132
               Assemble lube oil filter assembly
551-67N-1136
               Rig engine power lever controls
551-67N-1137
               Rig power turbine governor RPM controls
551-67N-2057
               Remove fuel pressure transmitter
551-67N-2058
               Install fuel pressure transmitter
551-67N-2060
               Remove fuel quantity transmitter
551-67N-2061
               Install fuel quantity transmitter
551-67N-2062
               Remove fuel boost pumps
551-67N-2063
               Install fuel boost pumps
551-67N-2064
               Remove forward fuel cell
551-67N-2065
               Install forward fuel cell
               Remove aft fuel cell
551-67N-2066
551-67N-2067
               Install aft fuel cell
551-67N-2079
               Remove starter generator
551-67N-2080
               Install starter generator
551-67N-2089
               Remove engine assembly
551-67N-2090
               Install engine assembly
551-67N-2233
               Remove and install engine oil pressure transmitter
551-67N-2235
               Remove and install torque pressure transmitter
551-67N-2268
               Preserve engine
```

ROTOR/TRANSMISSION SYSTEMS MAINTENANCE

PERCENTAGE LANGUAGE SKILLS

Listening 37% 20% Speaking 27% Reading Writing 19%

JOB LANGUAGE PERFORMANCE REQUIREMENTS II.

TASK: Listen to learn

Given oral instructions in any training situation CONDITIONS:

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

Produce appropriate oral responses spontaneously or TASK:

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

> scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

100% understandable oral responses STANDARDS:

TASK: Read to learn

Given printed MOS training materials in the form of cap-**CONDITIONS:**

tioned illustrations, warnings, procedures and reference

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

Remove main drive shaft 551-67N-1164 551-67N-1165 Install main drive shaft 551-67N-1169 Remove pylon fifth mount Install pylon fifth mount 551-67N-1171 551-67N-1173 Remove transmission primary oil filter 551-67N-1174 Clean transmission primary oil filter Install transmission primary oil filter 551-67N-1176 551-67N-1177 Remove transmission external oil filter Install transmission external oil filter 551-67N-1180 551-67N-1183 Remove main transmission Install main transmission 551-67N-1184 Remove tail rotor drive shaft 551-67N-1185 Install tail rotor drive shaft 551-67N-1187 Remove tail rotor drive shaft hanger assembly 551-67N-1188 551-67N-1189 Install tail rotor drive shaft hanger assembly 551-67N-1190 Remove intermediate gearbox Clean intermediate gearbox 551-67N-1191

551-67N-1192 Install intermediate gearbox

Correct power train malfunctions 551-67N-1193

551-67N-1194 Remove main rotor hub and blade assembly

Clean main rotor hub and blade assembly V-17-67N 551-67N-1195

```
551-67N-1196
               Install main rotor hub 'and blade assembly
551-67N-1197
               Remove stabilizer bar assembly
551-67N-1198
               Install stabilizer bar assembly
551-67N-1199
               Remove mast friction collet assembly
551-67N-1200
               Install mast friction collet assembly
551-67N-1205
               Remove swashplate and support assembly
551-67N-1206
               Install swashplate and support assembly
               Correct vertical vibrations
551-67N-1209
               Correct lateral vibrations
551-67N-1210
551-67N-1211
               Correct tail rotor malfunction
551-67N-1213
               Remove stabilizer bar dampers
551-67N-1214
               Install stabilizer bar dampers
551-67N-1215
               Remove tail rotor gearbox
551-67N-1216
               Install tail rotor gearbox
               Remove transmission oil cooler
551-67N-2117
551-67N-2119
               Inspect transmission oil cooler
551-67N-2120
               Install transmission oil cooler
551-67N-2121
               Inspect main rotor mast (installed)
               Remove main rotor blade from hub
551-67N-2122
551-67N-2123
               Install main rotor blade on hub
551-67N-2124
               Replace main rotor pillow block reservoirs
551-67N-2125
               Replace main rotor blade grip reservoirs
551-67N-2126
               Remove main rotor mast
551-67N-2127
               Install main rotor mast
551-67N-2237
               Remove and install transmission oil pressure transmitter
```

FLIGHT CONTROL SYSTEMS MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 32% Speaking 20% Reading 23% Writing 17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

captioned illustrations, warnings, procedures and

references

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-67N-1236 Remove synchronized elevators 551-67N-1237 Install synchronized elevators 551-67N-1238 Rig synchronized elevator controls 551-67N-1239 Rig tail rotor control system 551-67N-2151 Remove/install tail rotor gradient 551-67N-2152 Remove tail rotor control cables 551-67N-2153 Inspect tail rotor control cables 551-67N-2154 Install tail rotor control cables

551-67N-2155 Replace tail rotor quadrant

551-67N-2156 Remove tail rotor control quill assembly

551-67N-2157 Inspect/clean tail rotor control quill assembly

551-67N-2158 Install tail rotor control quill assembly

551-67N-2159 Rig collective control system

551-67N-2160 Adjust pilot's collective control stick friction 551-67N-2161 Rig cyclic control system 551-67N-2164 Remove/install tail rotor magnetic brake

UTILITY/HYDRAULIC SYSTEMS MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 32% Speaking 20% Reading 24% Writing 18%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-67N-2204

Perform operational check on hydraulic system (ground) 551-67N-1264 551-67N-1265 Install hydraulic fittings 551-67N-1266 Install hydraulic hoses 551-67N-1267 Install hydraulic tubes 551-67N-1268 Remove hydraulic pump Install hydraulic pump 551-67N-1269 551-67N-1272 Correct hydraulic system malfunctions Remove/install hydraulic reservoir 551-67N-2185 551-67N-2186 Remove/install collective accumulator 551-67N-2187 Remove/install cyclic accumulator 551-67N-2188 Remove collective control hydraulic cylinder Install collective control hydraulic cylinder 551-67N-2189 Remove tail rotor hydraulic cylinder 551-67N-2193 Install tail rotor hydraulic cylinder 551-67N-2194 551-67N-2199 Inspect cyclic and collective servo actuator support mount bearing Remove irreversible valve 551-67N-2200 551-67N-2201 Install irreversible valve

Replace servocontrol valves

GENERAL AIRCRAFT MAINTENANCE DUTIES

I. PERCENTAGE LANGUAGE SKILLS

Listening 28% Speaking 18% Reading 19% Writing 18%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given the requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

76

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-67N-1295 Perform phased maintenance inspection

551-67N-2271 Maintain preservation during flyable storage

551-67N-2290 Depreserve aircraft after flyable storage

551-67N-2296 Remove corrosion by chemical methods

GENERAL MAINTENANCE AND REPAIR SUPERVISORY DUTIES

I. PERCENTAGE LANGUAGE SKILLS

Listening 34% Speaking 21% Reading 24% Writing 21%

11. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-67N-1326 Rig manual cargo hook release

551-67N-2341 Prepare DA Forms 2408-5, -16, and -17

PERFORMANCE OF PHASED MAINTENANCE INSPECTION

I. PERCENTAGE LANGUAGE SKILLS

Listening 35% Speaking 19% Reading 24% Writing 19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-67N-1347 Perform internal inspection of engine oil filter assembly Remove tail rotor assembly 551-67N-1348 551-67N-1349 Install tail rotor assembly 551-67N-2236 Perform operational check on transmitter oil pressure indicating system 551-67N-2242 Perform operational check on external power system 551-67N-2244 Perform operational check on starter system 551-67N-2246 Perform operational check on fuel valve system Perform operational check on governor control system 551-67N-2248 551-67N-2253 Perform operational check on battery system 551-67N-2256 Perform operational check on interior light system Perform operation check on navigation light system 551-67N-2258 Perform operational check on landing light and search-551-67N-2263 light

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or definitions in simple to complex lexiton and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

SQT questions

The following are specific conditions found in this language task:
Warnings
Described situations
Directions
Lectures
Commands, Orders
Sound tracks (films, tapes)
Standard/Non-standard English
Instructions

TASK: Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and

elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialec-

tical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order

to apply and respond.

The following are specific conditions found in this language task:
Shouting
Radio communications
Coded messages
Spellings
Conversation
Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

TASK: Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task: Captions with illustrations.

Lists Extracts
Procedures Columns
Information Indices
Definitions Charts
Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons
Rules Problems
Maps Manuals

Flags Graphic Training Aids

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists

Information Descriptions

Radiation readings off dosimeter

Coordinate scales
Callsigns-suffices
Three-letter codes
Examples

Calculations Markings

* Radio communications

Range cards
Notes
Messages

WRITING

TASK: Upon instruction, write in conventional orthography, letter,

numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates

Decoded messages

Encoded messages

Logbooks

Plottings

Figures

Reports

Tags

Range cards

Applicable DA forms

APPENDICES

- 1. Task Prioritization Checklist
- 2. Task Inventory Compiled Data Forms
- Percentage Language Skills
 Observation Form
- 5. Structural/Lexical list
- 6. Vocabulary (DLIELC in-house)
- Vocabulary (machine-generated)
 English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

(PRESENTLY WORKING IN) MOS IN WHICH YOU WERE TRAINED: POSITION: UNIT:
2= med 2= med 3= high STAUGHT? YES NO LISTENING* READING* WRITE
WRITING* LECTURE TANCHT ON HANDS-ON YES IS TRASK WRITING* LECTURE TANCHT ON HANDS-ON YES ORAL ORAL
DANGER TANGER TA

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

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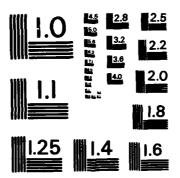
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JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 67N
HELICOPTER REPAIRER REF. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 29 MAR 78
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35	MOS	NUMBER OF RESPONDENTS
PAGE	DATA OBTAIN	
RATING OF ELS	writing reading speaking listening	
METHODS OF TRSTING	written oral performance	
METHODS OF TEACHING	self_paced hands_on demonstration	01425
CRITICALITY	danger to person or equipment importance	
UNIT	difficult?	ווו ומקקק וו שמשמש מסומת וואס מו משמש שמס ממשמש מו וו מסמק ל ווא מי ווו וויין ווויין ווייין וויייין ווייין ווייין ווייין ווייין וויייין וויייין וויייין ווייייין ווייייייין וויייייייי
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RATING OF ELS	writing reading speaking listening	
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METHODS NO OF TEACHING T	performance self_maced hands_on demonstration	
CRITICALITY	danger to person or equipment importance	
AIT	difficulty? tested? taught?	
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275	MOS	NUMBER OF RESPONDENTS	}
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RATING OF BLS	reading		オ1利
2 2	speaking listening	<u> </u>	117
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RATING OF BLS	reading speaking listening		
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RATING OF RLS	speaking listening		
METHODS OF TESTING	written		
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-	demonstration lecture	0101,264201010101010111010101010101010101010101	
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METHODS OF TEACHING	demonstration lecture		
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CRITICALIT	equipment importance		#
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	AIF	difficulty? tested? taught?	
	TASK NUMBER		57-62-147
		/	(Ether moves or fingles momentus 12)

MOS NUMBER OF RESPONDENTS DATA OSTAINED FROM TRAINING SPECIALIST writing reading 102 speaking listening written METHODS OF TRSTING orel performance METHODS OF TEACHING handa. demonstratio 0000000005550000000055500000000000 lecture danger to RITICALIT equipment importance difficult? TIME tested? MOS NUMBER OF RESPONDENTS DATA OBTAINED FROM TRAINING SPECIALIST writing reading RATING OF ELS speaking listening written NETHODS OF oral performance self_neced METHODS OF EACHING hands-on demonstration | | | | | | | | | | | | lecture danger to equipment importance difficulty? tested? taught? **3**.7

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS NOS 67~

	91 .	FORM. A	LISTENING	SPEAKING	READING	WRITING
. 6	cluster	×	-demonstration	-oral (test)	-self-paced	-lecture
	that c	n ≈	-lerture	-rating (scale)	-written (test)	-self-paced
	‡	S	-hands-on		-rating (scale)	-written (test
s in the	task in	+ (T)(V)(R)	-performance (test)			-rating (scale
1	in any	TR	-rating (scale)			
F: > 54		Cluster	5 = 100%	2 = 100%	3 - 100%	4'= 100%
toust	ent	FIRST AID	9x5x10=450	9x2x10=/80	9x3x10=270	9xxx10=360
umber of re of tasks in		551-67W-0122 THRW 551-67W-0130	34 24 28 16 40 142 .3/6 450/142.000	11 15 .083 180/15.000	13 27 41 270 41.000	24 13 8 46 360/46.000
total n number variabl	IX I		3290	8%	15%	13%
T	= ¥	NBC 551-674-0001 THRU 551-674-0013	13x5x14=910 78 51 68 65 103	13× 2×14= 364 45 53 98	13×3×14=546 17 52 77 146	13x4x/4=728 51 17 32 35 755
			910 1365.000	.269 364 [98.000	546 / 146.000	728/155.000
	-		40%	27%	270%	21%
		NOIVIOUAL FITNESS	2X5x 14=140 9 6 10 15	5 8 13	2×3×14=84 4 2 5	2x4x14=112 6 4 2 4
		17/-67~- 003/ 11-67~- 0032	53 140 /53.000	. <u>23</u> 2 56/13.000	84/11.000	16 .143 112/16.00
	L		380.	2 5%	13%	1490
	ł					119

PERCENTAGE LANGUAGE SKILLS MOS (7~)

FORMULA	LISTENING	SPEAKING	READING				
11 %	-demonstration	-oral (test)	-self-paced	-lect			
1 .	-lecture	-rating (scale)	-written (test)	-self			
(T) (V) (R)	-hands-on		-rating (scale)	-writ			
(£)	-performance			-rati			
+	(test).						
ar.	-rating (scale)	•					
Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 1			
BASIC INDIVIDUAL TECH NICLUES	1×5×9= 45	1x2x9=18	1x3x9=27	ノメソヤ			
	3 2	0	0	2			
	4	2 2	005	Ö			
	35	2	5	7002			
	17			•			
551-67N-0150	45/17.000	18(2.000	27/5.000	3,			
	13 1 7 7. 880	707 2.000	2 // 3,000	. •			
	38%	11%	19%	/			
CAM OU FLAGE	145x 8= 40	1×2×8=16	1x3x8=24	/xy			
	3	,	0	3			
	3	3	2 2	3001			
551-67N-0052	Ý		2				
	17	100	083	4			
	40/17.000	16/3.000	24/2.000	32/			
	43%	19%	8%				
LAND NAVIGATION	10x5x9=458	10×2×9=180	4-11-2-1-	lox'			
	30 21	17	7	24			
ļ	42 37	10 27	10.	7			
551-67N-0093	37	-/	43	10			
THRU	47 186	.150	60	6			
551-67N-0/02	4/3	180/27.000	, 272	•			
	450/186.000		270/60,000	360			
	419.	15%	22%				

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that clus

TR =

-

İ

Percentage language skills Mos 67~

## -demonstration -oral (test) -self-paced -lecture -lotture -lotture -rating (scale) -written (test) -self-paced -hands-on -rating (scale) -written (test) -self-paced -rating (scale) -written -ra	ì				*
-hands-on -performance (cest) -hands-on -performance (cest) -perfo	PORM. A	Listening	SPEAKING	READING	WRITING
- hands-on - performance (test) - performance (test) - rating (scale) - sact scale - rating (scale) - sact scale - rating - sact scale - rating - sact scale - rating - sact sca	*	-demonstration	-oral (test)	-self-paced	-lecture
-rating (cacle) -rating (acale) -ratin		-le ture	-rating (scale)	-written (test)	-self-paced
Cluster S = 1002 2 = 1002 3 = 1002 4 = 1002 MIGAI RIFLE SX/X/Y=210 3X2X/Y-8Y 3X3X/Y=/26 3XYX/Y=	. 2	-hands-on		-rating (scale)	-written (tes
## (test) Cluster 5 - 1002 2 - 1002 3 - 1002 4 = 1002 MIGAI RIFLE 3X5x Y = 210 3X2x Y - 8Y 3X3x Y - 126 3x y x Y - 17 17 18 19 551-67N-0073 22 FLIGHT LINE 36x5x 19 - 34 20 36x 2x 1 - 136 37 3x 1 - 136 37 3x 1 - 136 37 3x 1 - 136 37 3x 1 - 136 3x 1 -	E	-performance			-rating (sca
Cluster 5 = 1002 2 = 1002 3 = 1002 4 = 1002 MIGAI RIFLE 3XTX Y = 2/0 3X2X Y = 8Y 3X3X Y = 1/26 3XYX Y = 1/2 17 3 6 12 19 13 13 13 20 13 13 21 10 13 13 22 10 13 13 22 10 13 13 22 10 13 13 22 10 13 13 22 10 13 13 22 10 13 13 23 126 120 130 FUSINT LINE 36X5X 19 = 3420 36×2×11 = 1368 36×3×19 = 2052 36×4×19 = 1368 121 18 19 19 19 19 19 19 19	÷	(test)			
MIGAI RIFLE 3XJX V= 210 3X2X V-8Y 3X3X V-126 3X3X			•		
17 12 12 13 16 12 12 13 15 15 16 17 100 17 168 122 15 16 17 168 122 15 16 17 168 122 15 16 17 168 17 168 17 168 17 168 17 168 17 168 17 168 17 168 17 168 17 168 17 17 168 17 17 168 17 17 168 17 17 17 17 17 17 17 17 17 17 17 17 17		5 = 1002	2 = 100%	3 = 100%	4 = 100%
551-67N-0071 22 THRU 551-67N-0073 722 551-67N-0073 74RU 551-67N-0073 72 210 92.000 84/13.000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/20.0000 126/	MIGAI RIFLE	3x5x14=210	3×2×14-84	3x3x14=/26	3x4x 14= 16
551-67N-0073 551-67N-0073 22 7700 22 7100 21 72 7100 21 72 71000 71000 71000 71000 71000 71000 71				6	12
551-67N-0073 571-67N-0073 210 92 0000 210 92 0000 210 92 0000 210 700000			10	1	6
551-67N-0073 9 1 138 210 126 72.000 126 72.0	Erica	19	/3	/3	3
210 92.000 84/13.000 126/20.000 168/22. 1449. 167. 167. 167. 167. 139. FLIGHT LINE 36x5x 19:3420 36x2x11:1368 36x3x19:2052 36x4x19: 181 14 27 116 182 27 183 162 208 317 185 787 289 3420 987.000 1368 208.000 2052 7462.000 2736 57 FUSCIAGE AND 3x5x 16: 240 3x5x 16: 144 3x7x16: 18 240 121 32 35 516w-1071 32 556 28 556 28 5516w-2032 240 121.000 192 61.000 192 61.000		22		26	22
2/0 92.000 126/20.000 126/20.000 126/20.000 126/20.000 136/22. FLIGHT LINE 36x5x 19:3420 36x5x11:368 36x3x19:2052 36x4x19: 181 194 197 118 27 118 27 118 27 118 27 317 317 318 3420 (987.000) 1368/208.000 2052/462.000 2736/51 FUSCIA OF A'D 3x5x /6= 240 3x2x/6= 96 3x5x /6= 240 3x2x/6= 96 3x5x /6= 144 3x5x /6= 240 3x2x/6= 96 3x5x /6= 144 3x5x /6= 240 3x2x/6= 96 3x5x /6= 144 3x7x /6= 144 3x7x /6= 1	551-67N-0073	1/28		4 770	./3
FLIGHT LINE 36×5× 19:3420 36×2×11:1368 36×3×19:2052 36×4×19: MAINTENANCE 181 116 189 194 198 317 188 27 188 317 188 317 188 317 188 317 188 317 188 317 188 317 188 317 188 317 188 317 188 318 319 319 319 319 319 319 319 319 319 319		210/92,000	89//3.000	126/20.000	168/22.000
## 11647 LINE 1368 19:3420 36x2x11=1368 36x3x19=2052 36x4x19= 116 194 118 27 116 194 118 27 27 27 27 27 27 27 2				16%	13%
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	FLIGHT LINE	36×5× 19: 3420	36×2×19=1368	36×3×19=2052	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	· · · · · / E · · · · · · · · · · · · ·				
785 787 3420 (987.000) 1368 (208.000) 2052 (462.000) 2736 (51 29% 15% 23% 162 (199) 2736 (51 29% 3x5x 16= 240 3x2x 16= 96 3x5x 16= 144 3x4x 16= 12 MAINTEU ANCE 12 3 32 35 18 35 56 28 51-6 N-1075 121 504 96 (27.000) 144 (56.000) 192 (61.60)			194	118	•
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		122	1		-
3420 (987.000) 1368 (208.000) 2052 (462.000) 2736 (51 29% 15% 23% 162000 23% 199 FUSCIAGE AND 3X5X 16= 240 3X2X 16= 96 AREFORME MAINTEN ANCE 12 32 24 556 355 560 381 576 781 576 781 781 781 781 781 781 781 7		285		462	
FUSE (A OF AND 3X5X /6 = 240 3X2X /6 = 96 3X3X /6 = 149 3X5X /6 = 140 3X2X /6 = 96 3X3X /6 = 144 3X4X /6 = 12 3 12 3 12 32 35 18 35 18 35 18 35 18 35 18 35 18 35 18 35 18 35 18 35 18 35 35 35 35 35 35 35 3		} '	1318 (30 \$ 000		•
FUSCIA OF AND $3x5x/6=240$ $3x2x/6=96$ $3x3x/6=144$ $3x4x/6=$ 12 $3x4x/6=12$ $3x4x/6=12$ $3x4x/6=12$ $3x5x/6=144$ $3x5x/6=144$ $3x5x/6=144$ $3x5x/6=144$ $3x7x/$		3420 /987.000	7)68/208.000	2052/462.000	2736/5/4.a
AIRFRAME MAINTEN ANCE $ \begin{array}{cccccccccccccccccccccccccccccccccc$			15%	23%	19%
MAINTEN ANCE $\frac{21}{12}$ $\frac{3}{32}$ $\frac{3}{27}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}{35}$ $\frac{3}{18}$ $\frac{3}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ $\frac{3}{18}$ 3	AIRFRAME		3x2x/6= 96	3×3×16=144	3x4x16 - 19.
$\frac{32}{55/6}$ $\frac{32}{121}$ $\frac{32}{50}$ $\frac{28}{6/27.000}$ $\frac{38}{56}$ $\frac{28}{6/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$	MAINTEN ANCE			3	_
$\frac{32}{55/6}$ $\frac{32}{121}$ $\frac{32}{50}$ $\frac{28}{6/27.000}$ $\frac{38}{56}$ $\frac{28}{6/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$ $\frac{38}{56/27.000}$	}	·	27	18	
551-62-2032 240 121,000 96 27.000 144 56.000 192 61.0		:	- /		
551-62-2032 240 121,000 16/27.000 144/56.000 192/61.0	· · · · · · · · · · · · · · · · · · ·		.281	26	4/
290 (121,000 192/61.6	·	,504	96 /27.000	.389	_
50% 28% 200	-11-04-2036	240/121,000		144/56.000	192/61.000
37% 329		50%	28%	39%	32%

T = number of responses to variables in the cluster V = variables.

R = maximum n.

PERCÉNTAGE LANGUAGE SKILLS MOS 67~

			NOS W I		
٤.	FORE. A	LISTENING	SPEAKING	READING	WRIT:
cluster	×	-demonstration	-oral (test)	-self-paced	-lecture
	=	-lecture	-rating (scale)	-written (test)	-self-paced
tnat	(T) (V) (R)	-hands-on		-rating (scale)	-written (test
HT.		-performance			-rating (scale
Cask) +	(test)	·		-
any	TR	-rating (scale)	•		
5	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
211	POWER PLANT	50x5x15= 3750	50× LX N= 1500	50x3x 15=2250	SDXXXX5=300
ווכב	AND RELATED SYSTEMS MAIN	246	36	23	88
respondents	TOWANCE	38	267	197	23
- 1		368 334	267	401	197
I	:	352	,	631	275 583
namoer		352 138 8	.178	.280	-
		3750 (1388.000	1500 267,000	2250 /631.000	3000 (58.
may runni		37%	18%	28%	1990
	ROTOR/TRANS. MISSION SYSTEMS	46×5× 20=4600	46 x 2x 20 = 1840	46x3x20=2760	46x4x20=36
- 1	MAINTENANCE	297	85 280	42	122
ł		122 442	365	250	42 250
		419		457	285
j		400	. 198	749	699
1		1720 .374	1840 (365.000	. 271	
		4600 1720.000	•	2760 /749.000	3680/699.00
		37%	20%	27%	19%
	FLICHT CONTROL	16x5×19=1520	16×2×19=608	16x3x19=912	16x4x19=12/
	SYSTEMS MAINT TENAMIE	68	23	6	41
	NOH-	41	98 121	68.	6
		128	/2/	137	68
	·	122	. 199	211	97 212
		486 320	608 [121.000	.23/	212
		1520 1486.000		912/211.000	1216/212.00
		32%	209.	23%	1790
			U		114

V = variables
R = maximum number of respondents in any task in that cluster total number of responses to variables in the cluster = number of tasks in the -luster

Percéntage language skills Mos 67~

`) 2	FORMULA	LISTENING	SPEAKING	READING	WRITING
cluster	Ж	-demonstration	-oral (test)	-self-paced	-lecture
	.	-lecture	-rating (scale)	-written (test)	-self-paced
that	(T) (V) (R	-hands-on		-rating (scale)	-written (tes
in	1)(1		·	. "	
task	. +	-performance (test)			-rating (scale
	TR	i			
any		-rating (scale)			
in	Cluster	5 = 100%	2 = 100%	3 - 100%	4 -= 100%
nts	UTILITY /HYDRAULIE	18x5x/6= 1440	18×2×16= 576	18x3x16=864	18x4x16= //
respondents	SYSTEMS MAIN	74	21	7	35
spo		35 /21	21 92 7/3	71	7
		116	7/3	127	71 89 202
r of		1/2		207	202
mbe.		465	. 196	. 240	
. —		1440 465.000	576/113.000	864/207.000	1152/202.
maximun.		32%	20%	24%	18%
E =	GENCEAL AIRCRAFT MAINTENANCE	1474/05 200	4×2×18=144	4x3x18=216	4x4x18=288
~	Duries	14 15 24	18 26	3 14 2 42 42	/5 ⁻ 3
	551-67~- 1295	22	26	25	14
	SI-67W-277/	26_	. 181		51
- [.	551-67W- L290	101 .281	144/26.000	124	. /7
	S1-674-2296	360/101.000	•	216/42.000	288/51.000
		28%	18%	19%	18%
- [PENERAL MAIN-	2x5x//= 110	2X2×11=44	2x3x11= 66	2x4x11=88
	RAPAIR SUPER.	5	8	/	<u>5</u>
		336	9	5 .	5- 5-
		9 110/37.000		10	7 18
- }	55167~-1326	70 37.	14. 205	•	
<u> </u>	551-67~-2341	3 /	44/9.000	66/16.000	88/18.000
+		34%	21 %	2 49	2170
t			-		117
į		•	•	•	

= total number of responses to variables in the cluster = number of tasks in the 'uster = variab/

PERCENTAGE LANGUAGE SKILLS MOS 67J

FORML LISTENING **SPEAKING** READING WRIT. respondents in any task in that cluster -oral (test) -self-paced -demonstration -lecture + (T)(V)(R) -le ture -rating (scale) -written (test) -self-paced -rating (scale) -written (tes -hands-on -performance -rating (scal (test) -rating (scale) 3 - 100% Cluster 5 = 100% 2 = 100%4 = 100% PERFOR MANCE 12X5x 14= 840 12×2×14=336 12x3x 14=504 12x4x14=6 OF PHASED MAINTENANCE 14 33 80 70 72 296 2 INSPECTION 37 of maximum number 240 584 [121.000 840/296.000 336/65.000 24% 35% 19% 19%

T = number of tasks in the 'uster' V = variables

total number of responses to variables in the cluster

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

- A. Manipulating a piece of equipment/device
- B. Answers (spoken written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other
- Comments:

■ Instructional Ratio

J. Tape cassettes

L. Signs/Notices

M. P.A. System

P. Chalkboard Other

Con. _nts:

Q.

N. Normal Voice

O. Soldier's Manual

K. Training Publications (required/available)

- A. Instructor:ona-to-one/class
- B. Peer/one-to-one
- C. Group or Committee Group (group of instructors of whom one teaches one portion of the whole
 - Small (12 or less)
 - Large (more than 12)
- Other
- E. Questions

Comments:

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- 1. Subject and action verb Firer aims.
- 2. Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- 2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters? Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.



5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be relessed.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIFIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- 2. COMPARATIVES

 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES

 The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- INDEFINITE
 Have someone walk the FDL (if enemy situation permits), and determine
 dead space (sections of FDL where individual drops below line of
 sight).
- POSSESSIVE Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE

 This will give you correct nomenclature.
- 4. OBJECTIVE

 It will also give you the correct functioning.
- 5. REFLEXIVE Keep yourself clear of the muzzle.

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- --If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb present verb (uninflected, third person, indicative) past tense (regular/irregular) present perfect future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize
protect
is facing
remove
explode
sounds
points out
seen

appear
seek
secure
wear
mask
stored
do require
could affect

must be
wipe
rinse
put brush
empty
reassemble
reinstall

has

passive

given
is protected
is sprayed

are alerted are reported have been corrected are authorized be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> meet or exceed the <u>minimum</u> level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should no: be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the Ml6Al in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB (particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

A6~3

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

UNITED STATES L.M. TRAINING AND DO IK. JE COMMAND

FORT MONROE, VIRGINIA 23651



PREPARED BY: OPERATI . DIV, DPFO

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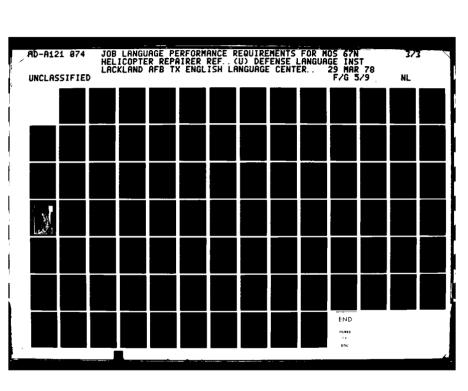
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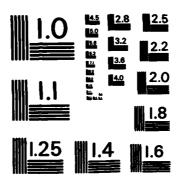
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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

■ おんかなまない ■ これのおおい

A. Declarative B. Interrogative statement question

1. wh- questions 2. tag questions yes/no questions

C. Imperative D. Exclamatory command, polite request

exclamation

Sentence Complexity:

A. Simple B. Compound

C. Complex

one full subject and predicate

two or more independent clauses joined by:

1. punctuation

2. punctuation and conjunctive adverb

3. coordinate conjunction

one or more dependent clauses and an

independent clause

D. Compound-Complex

two or more independent clauses and one or

more dependent clauses

Verbs:

A. Concord

B. Transitive

C. Intransitive

D. Copula

E. Linking

F. Auxiliaries of tense

G. Auxiliaries of

modality

H. Tense

I. Aspect

subject-verb agreement

takes an object

doesn't take an object

to be

connectors

will, do, did

should, ought to, must to, have to, have got to, able to, can, may, might,

could, would

present, past

perfect, progressive

Verbal Forms:

A. Present Participle B. Past Participle

active voice passive voice

Voice:

A. Active

B. Passive

1. agent expressed 2. agent not expressed subject does action

subject does not do action

Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

Adjectives:

A. Predicative The tank is green.

B. Attributive The green tank is moving.

C. Degrees of comparison

1. regular big, bigger

2. irregular worse, worst
D. Ordinal/Cardinal
Numbers first, one

Adverbs:

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negative no, never
E. Comparison of nearest, harder
F. Degree thoroughly, completely

Articles:

A. Definite a, the
B. Indefinite any, some

Pronouns:

A. Personal you

B. Demonstrative that

C. Indefinite anybody, both, each

D. Reflexive himself, yourself

E. Cases of I, me, my, mine

F. Relative who, whom, whose

G. Interrogative who, which, what

Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore

Prepositions:

A. Simple

place on, in
 time in, at, on

3. direction/motion

4. manner/agent/instrument

5. measurement/ number amount by, with

of

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 - Elementary and Intermediate Phase of General

English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs